1960

A Study of the Provisions Made for the Gifted Students in Public Secondary Schools in Eastern South Dakota

Mervin J. Healy

A STUDY OF THE PROVISIONS MADE FOR THE GIFTED STUDENTS IN PUBLIC SECONDARY SCHOOLS IN EASTERN SOUTH DAKOTA

BY

MERVIN J. HEALY

A research report submitted
in partial fulfillment of the requirements for the
degree Master of Education, Department of
Education, South Dakota State
College of Agriculture
and Mechanic Arts

August, 1960

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

For some time educators have been concerned with the problems of the gifted student and with the problems these students present our schools. For the most part our schools are geared to the average student and educators have been cognizant of the possible waste of rich human resources. Many persons feel that the gifted students of South Dakota, as well as other states, are entitled, by virtue of our democracy, to a full development of their potentials.

When better education for our youth is spoken of, one must keep this thought uppermost in mind: good education is the best investment which can be made; not only are the lives of the individuals receiving the education enhanced, so are the lives of others, as well as the lives of generations to come.

The people of South Dakota may have been guilty of some complacency as far as better education is concerned. Educators must never be guilty of complacency. It is up to them to spur the public into improving our schools. Necessary leadership must be provided to bring about needed improvements. The public must be given facts based on research that will motivate them into action. Education needs the support of the people.

Motivating the people into supporting special programs for the education of the gifted student might seem to be a large task, but this is not always the case. According to a panel of leading educators, in a special meeting concerning programs for gifted students, in Washington, D. C., many communities are frequently ready and often clamoring for special programs for their gifted students.[1]

State legislators have passed a law which will put guidance services in every public secondary school in South Dakota.[2] This may be a golden opportunity for our schools to initiate special programs for the gifted.

Statement of the Problem

The problem of this study was to gather information concerning the offerings for the gifted students of the public secondary schools of South Dakota.

The answers to the following general questions are used to assist in drawing conclusions to the main problem:

1. How many of the public secondary schools in South Dakota now offer special programs for the gifted student?

---

[1] Academically Talented Student in the American Secondary School, National Education Association: Washington, D. C., 1958.

[2] Policies Minimum Standards Regulations for Accreditation of Secondary Schools, State of South Dakota Department of Public Instruction: Pierre, South Dakota, July, 1960.

2. What methods or techniques are being used in special programs for the gifted?

3. At what grade levels are the special programs offered?

4. How are the gifted students identified?

5. What courses are being offered the gifted students?

6. How long has the special program been offered?

Importance of the Study

There is currently a tremendous upsurge of concern throughout the country over our future supply of what is variously termed "high ability manpower," "specialized talent," or "leadership." Our rapid economic growth and technological advance, coupled with new opportunities and grave perils we face internationally, have sharpened our awareness of how heavily this Nation's future progress and security depends upon competent and creative individuals.[3]

It has been estimated that only about 40 per cent of the brightest youths ever go to college and that only about half of these finish college, or go beyond. It is not known how many of the other 60 per cent of gifted children don't

---

[3]Garry Cleveland Myers, "Parents and the Gifted Child", Education, Vol. 79, The Palmer Company: Hingham, Mass., September, 1958.

go from want of money or how many from want of ambition, motivation, or some other reason.[4]

Not more than 5 per cent of our country's high schools--and possibly less--now employ systematic programs to encourage gifted students to develop their academic potential. This is possibly a rough estimate but it suggests the magnitude of the problem in the area of helping the gifted. One formidable roadblock is the omnipresent cultural lag which delays the adoption of any new educational invention.[5]

Objectives

This study was made in an effort to determine pertinent information regarding the following:

1. What are the public secondary schools in South Dakota doing for the gifted student?

2. What steps can be taken to encourage special programs for the gifted student?

3. What is being done in other states about the gifted student?

4. What methods or techniques are best suited to

---

[4] They Went to College Early, The Fund for the Advancement of Education: New York, N. Y., April, 1957.

[5] SRA Guidance Newsletter, Science Research Associates: Chicago, Illinois, February, 1958.

the gifted student's needs?

5. What types of programs would best fit the needs of the gifted student in the South Dakota secondary schools?

Definition of Terms

For the purpose of this study the definition of the gifted student is one who has an I. Q. of 115 or above. It is true that giftedness may also include such traits as memory, looks, personality, etc. A boy or girl could have an I. Q. of less than 115 and be gifted in music, dramatics, dancing, athletics, or speaking ability, but it is not the scope of this study to go into other areas of giftedness. This study is primarily concerned with the mentally gifted in the public secondary school classrooms.

Acceleration may be defined as moving the child from one level of instruction to another, but only after he has mastered the work at the level from which he is moving.

Enrichment for the gifted can be accomplished in many ways. First of all enrichment can be divided into two types, 1) Lateral enrichment and, 2) Enrichment in depth. The total educational program is the frame of reference for lateral enrichment, while the classroom is the appropriate place to provide effective enrichment in depth.

Grouping simply refers to the grouping of gifted students in special classes.

Special programs for gifted students refers to any well-organized program to identify and provide special, systematic methods or techniques of instruction to these students to permit them to learn at a challenging pace.

Eastern South Dakota, as referred to in this study, is that part of South Dakota lying east of the Missouri River.

Scope and Limitations

This problem was confined to a random sample of the public secondary schools in Eastern South Dakota. The offerings to the gifted in these schools should be indicative of the offerings of the rest of the schools in Eastern South Dakota.

Any study using a questionnaire is necessarily subjective in nature; thus it has many limitations. The length and formality of a questionnaire is a determinant on per cent return, as well as how completely or accurately the questionnaire is answered. In a study covering a vast geographical area, it is impractical to make first-hand observations. The questionnaire becomes the second best means of collecting data.[6] The validity of the questionnaire

---

[6]Tyrus Hillway, Introduction to Research, p. 189, The Riverside Press: Cambridge, Mass., 1956.

rests entirely upon the integrity of the person answering it. Although every effort was made to have the questions clear and easily understood, there is always the possibility of misinterpretation.

From the data from this questionnaire conclusions can only be drawn concerning Eastern South Dakota. A national survey might have been conducted so that Eastern South Dakota programs could be compared with the other states. Not only was this study limited to Eastern South Dakota, but it was limited to the public secondary schools.

Procedure

A random sample of the public secondary schools in Eastern South Dakota was taken by selecting 50 schools from all the public secondary schools. The names of all the public secondary schools of Eastern South Dakota were written on slips of paper and put into a hat. The first 50 names drawn from the hat were the schools used in collecting data.

One questionnaire was prepared for this study. The questionnaire, appendix A, and a cover letter, appendix B, were mailed to the 50 schools picked at random. This survey was designed to determine three things, 1) How many schools were providing special programs for the gifted students, 2) The types of special programs being offered, and 3) At what grade levels the special programs were

offered. After a period of approximately two weeks, the first mailing was followed by a second to those schools not responding to the first. The second mailing was followed by a third after a period of approximately one month.

Data gathered by the above described procedures are reported in this study through the use of tables, appendices, and interpretive information.

Literature concerning the education of the gifted student was reviewed and the findings are reported in Chapter II.

The data gathered by the questionnaire are reported in Chapter III through the use of tables, appendices, and interpretive information.

Chapter IV contains a summary of the study along with some implications and recommendations.

CHAPTER II

REVIEW OF LITERATURE

Literature concerning the education of the gifted student was reviewed to obtain background information for this study. Notations have been made concerning other research workers' findings in the area of the education of the gifted student and are herein presented as follows: 1) Acceleration of the gifted students, 2) Enrichment for the gifted students, and 3) Grouping of the gifted students. Findings reported have been confined mostly to work conducted within the past 10 years.

Acceleration of the Gifted Students

Acceleration is somewhat an ambiguous term. Some people consider acceleration synonymous with grade-skipping. In this study acceleration does not mean grade-skipping (See Chapter I); some of the writers quoted in the following paragraphs use grade-skipping and acceleration synonymously.

The most significant research which has been done on accelerated youth is probably that done by the Fund for the Advancement of Education, established in 1951 by the Ford Foundation.

In the fall of 1951, eleven American colleges and universities opened their doors to 420 freshmen who differed

from the average college freshman in two respects: they were roughly two years younger and only a few of them had finished high school. These students were the pioneers in an experiment to determine the wisdom and feasibility of allowing carefully selected students of high academic promise to break out of the educational "lock step" and complete their school at their own best pace.[7]

The following is an evaluation and summary to date of the progress of the Advanced Placement Program:

> Final evaluation of the Early Admissions Program will have to wait until the Scholars still in college have graduated, but the results to date clearly indicate that under the proper circumstances early admissions to college represents a promising approach to the problem of freeing the able student from the "lock step" and helping him to realize his full potential. That there are risks involved was recognized at the outset of the experiment, but the evidence gathered thus far suggests that these risks are not as great as might be expected and that the rewards to those who succeed can be very great.[8]

According to Magnifico[9] grade-skipping has been recommended by many authorities but in the long run it is considered essentially unsatisfactory for dealing with the

---

[7] They Went to College Early, The Fund for the Advancement of Education: New York, N. Y., April, 1957.

[8] Ibid., p. 9-10.

[9] L. X. Magnifico, Education for the Exceptional Child, p. 67-68, Longmans, Green, nd c.: e York, N. Y., 1958.

gifted. He says that those who support it qualify their approval, recommending that, where acceleration is used, it should be accompanied by "enrichment of the curriculum." He says that some school systems have tried grade-skipping and have dispensed with it.

Terman and Oden,[10] believe that acceleration is always possible and in the majority of cases is desirable whatever other special provision may be made. They also say that they believe children with an I. Q. of 135 or higher should be promoted sufficiently to permit college entrance by the age of seventeen at the latest, and that a majority of these children would be better off to enter college at sixteen.

According to Academically Talented Student in the American Secondary School[11] research studies prove that the disadvantages of acceleration have been exaggerated.

French[12] in his book points out that research has upheld acceleration on at least two points: 1) If properly

---

[10]Lewis M. Terman and Melita H. Oden, "Major Issues in the Education of Gifted Children", Journal of Teacher Education, Vol. 5, 230-232, National Education Association of the United States: Washington 6, D. C., September, 1954.

[11]Academically Talented Students in the American Secondary School, op. cit., p. 74.

[12]Joseph L. French, Educating the Gifted, p. 322, Henry Holt and Company: New York, N. Y., 1959.

used, acceleration of gifted children does not handicap them personally or socially. 2) Children who have been accelerated can maintain the quality of work done by their older classmates or even do better.

It is apparent from the above remarks that there are differences of opinion among educators concerning acceleration as a feasible program for gifted students. Acceleration has been successfully used in some schools and has been abandoned from others. Much more research needs to be done on accelerated students before any conclusions can be drawn as to the feasibility of acceleration as a means of educating the gifted.

Enrichment for the Gifted Student

Terman and Oden[13] claim that curriculum enrichment is an ideal solution for educating the gifted but that it is very difficult to put into practice. They say it is not a panacea but teachers should be aware of the possibilities that it holds.

Huston and McLelland[14] of the Portland, Oregon school system, claim that enrichment in the regular classroom

---

[13]Terman and Oden, op. cit., p. 230-232.

[14]Isabelle Chambers Huston and Isabel C. McLelland, "Classroom Enrichment", Education, Vol. 80, 161-162, The Palmer Company: Hingham, Mass., November, 1959.

should provide for a broader scope of activities, freedom to follow special interests, opportunity to apply original and creative ideas in planning and developing projects, and many experiences in problem solving. Their school system also employs the special class in areas such as mathematics, science, language arts, foreign language, and art.

A statement by Williams,[15] which is probably more applicable to the secondary schools of Eastern South Dakota than many of the previous statements, reminds us that giftedness occurs in only a small percentage of our pupil population and the chances that the average high school will have enough gifted pupils for special classes are not very great. Therefore, a much more common problem is that of enrichment for one or a few gifted pupils in the regular classroom of an average school.

Garrison and Force[16] advocate enrichment in the regular classroom. They say that in the regular classroom the gifted child will not be separated from the others but will be working at different aspects of the common problems or

---

[15]Earl M. Williams, "Enrichment Practices for Gifted Junior High School Pupils", The Bulletin of the National Association of Secondary School Prinicpals, Vol. 39, 1-9, National Education Association: Washington, D. C., May, 1955.

[16]Karl C. Garrison and Dewey G. Force, Jr., The Psychology of Exceptional Children, p. 190-191, The Ronald Press Company: New York, N. Y., 1959.

projects. He may be doing square root while the others are struggling with long division, or he may be using water colors while the others are drawing with crayons.

It would be well for classroom teachers and administrators to remember that just more of the same thing does not constitute enrichment. This is "busy work" and very little, if any, benefit to the student results; possibly more harm than good will result.

Magnifico[17] claims that at the present time the prevalent systems of educating the gifted are the special class and enrichment in regular programs. He says that enrichment is by far the most popular, partly because it is so much more economical.

Grouping of the Gifted Students

The grouping of gifted students, also referred to as "ability grouping," "homogeneous grouping," and "special classes," is in wide use in the United States today. This method is especially popular in the larger school systems.

The Encyclopedia of Educational Research, edited by Harris,[18] makes the statement that the commonest device for

---

[17]Magnifico, op. cit., p. 70.

[18]Chester W. Harris, ed., Encyclopedia of Educational Research, p. 589, The MacMillan Company: New York, N. Y., 1960.

educating the gifted is the special class. This is in complete disagreement with Magnifico[19] who says that enrichment is the most popular method in use.

In the book, Academically Talented Students in the American Secondary School,[20] the committee that studied the strengths and weaknesses of the special grouping of gifted students, reported that opposition to special grouping seems to have virtually disappeared. It is generally accepted that grouping is advisable as an administrative procedure and that there is no justification for the argument that special grouping is "undemocratic" or that any social maladjustment necessarily results from special grouping.

Gilfoy,[21] who is supervisor of secondary education at Indianapolis, concludes that many teachers and administrators favor ability grouping as the most effective plan for challenging and meeting the individual differences of pupils. He says that in their schools the grouping policy is flexible and is based on the pupils I. Q., achievement record, interests, skills, and social adjustment.

Barbe claims that a larger number and greater variety of learning experiences can be had by students in a

---

[19]Magnifico, loc. cit.

[20]Academically Talented Student in the American Secondary School, op. cit., p. 78.

[21]Lewis W. Gilfoy, "Educating the Most Able

homogeneously superior class, partly because less time is required for routine drill and remedial instruction.[22]

In discussing the criticisms of homogeneous grouping, Oliver[23] says there is considerable reason to believe that the alleged shortcomings of special classes are not inherent but are a matter of creating a proper environment and of establishing a proper attitude in the gifted, in the other pupils, in the teachers, and especially in the parents.

Youngert[24] suggests three problems or questions to be considered in the organization of a special class, 1) what scholastic attainments will be realized that are not realized in the ordinary class? 2) what will be the resultant attitude of the students of the class, those excluded, and the teachers? 3) what will be the general teaching situation and the total school program?

Highschool Students at Indianapolis", Education, Vol. 79, 26, The Palmer Company: Hingham, Mass., September, 1958.

[22]Walter B. Barbe, "Homogeneous Grouping for Gifted Children", Educational Leadership, Vol. 13, No. 4, 228, National Publishing Company: Washington, D. C., January, 1956.

[23]Albert I. Oliver, "Administrative Problems of Educating the Gifted", Nations Schools, Vol. 48, No. 5, 44-46, The Modern Hospital Publishing Co., Inc: Chicago, Ill., November, 1951.

[24]Eugene Youngert, "Is It Desirable to Organize Special Classes for Gifted Students?", Teachers College Record, Vol. 39, 375-388, Teachers College, Columbia University: Richmond, Virginia, 1938.

Educators in Eastern South Dakota will probably be interested in another statement made by Garrison and Force[25] in their book. They maintain that the establishment of special classes for the gifted student is impractical in small high schools. They say that acceleration or grouping within regular classes may be the only practical solution. In high schools of 700 or more pupils, special classes may be possible.

According to Barbe[26] the public schools of Cleveland, Ohio have been using a program of special classes for gifted students for over 30 years. A return of 456 questionnaires sent to all high school graduates of the program in Cleveland between the years 1938 and 1952, proved that the special classes were popular among participants. The returned questionnaires showed that 42.2 per cent approved of the program with enthusiasm.

Summary

Acceleration, although it has been used successfully, is frowned upon by educators because it implies grade-skipping. Enrichment and ability grouping are the methods

---

[25] Garrison and Force, Jr., op. cit., p. 186.

[26] Walter B. Barbe, "Evaluation of Special Classes for Gifted Children", Exceptional Children, Vol. 22, 60-62, The Council for Exceptional Children: Washington, D. C., November, 1955.

most widely used today.

Educators have found that early admission to college represents a promising approach to enable the gifted student to realize his full potential. Most educators, who support grade-skipping as a means of accelerating the gifted, recommend enrichment along with acceleration. Most educators will also agree that a child should not be moved on to a higher grade unless he has completely mastered the work in the grade he is moving from. Those educators that support acceleration maintain that children with an I. Q. of 135 or higher should be promoted sufficiently to permit college entrance by the age of 17 at the latest, and that a majority of these children would be better off to enter college at the age of 16.

According to some educators the disadvantages of acceleration have been exaggerated. These same educators claim that research has upheld acceleration on at least two points: 1) If properly used, acceleration of gifted children does not handicap them personally or socially. 2) Children who have been accelerated can maintain the quality of work done by their older classmates or even do better.

Enrichment as a means of developing our gifted youth seems to be the most popular method among educators. They admit it is not a panacea, and that it is difficult to put into use, but nevertheless they seem to favor it above the

other methods. According to the advocates of enrichment it should provide for a broader scope of activities, opportunity to apply original and creative ideas in planning and developing projects, and many experiences in problem solving.

Educators remind us that giftedness occurs in only a small percentage of our pupils population and the chances that the average high school will have enough gifted pupils for special classes are not very great. Therefore, a much more common problem is that of enrichment for one or a few gifted in the regular classroom.

A definite advantage of enrichment is that the gifted child is not separated from the other pupils of his age. He is in the same classroom but doing different work. It is pointed out that "busy work" does not constitute enrichment, and very little, if any, benefit results from it.

The grouping of gifted students according to their ability has been quite popular in the larger school systems. The opposition to special grouping, because it was considered "undemocratic", has virtually disappeared. In most systems where grouping is used the students are grouped according to I. Q., achievement record, interests, skills, and social adjustment. Many educators claim that a larger number and greater variety of learning experiences can be had by students in a homogeneously superior class, partly

because less time is required for routine drill and remedial adjustment. Grouping can be very successful if a proper environment is created, and if proper attitudes are established in the gifted, the other pupils, the teachers, and especially in the parents. Grouping is considered to be impractical in small high schools. If a high school enrolls 700 or more pupils then grouping can, and should be used, but for a smaller enrollment acceleration or grouping within regular classes may be the only practical solution.

The public schools of Cleveland, Ohio have been using special classes for gifted students for over 30 years and have found these classes to be very successful. In answer to a questionnaire sent to the graduates of these special classes 42.2 per cent approved with enthusiasm.

Acceleration, enrichment, and ability grouping have all been used successfully, and unsuccessfully, in many schools. More research is needed in the entire area of the education of gifted children. This is one point that all educators agree on.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

A questionnaire was prepared in order to obtain information concerning provisions that have been made for the gifted students in the public secondary schools of Eastern South Dakota.

It was felt that the answers to several general questions would assist in drawing conclusions to the main problem:

1. How many of our public secondary schools now offer special programs for the gifted student?

2. What methods or techniques are being used in special programs for the gifted?

3. At what grade levels are the special programs offered?

4. How are the gifted students identified?

5. What courses are being offered the gifted students?

6. How long has the special program been offered?

The objective of the study was to gather pertinent information regarding the following five items:

1. What are the public secondary schools in Eastern South Dakota doing for the gifted student?

2. What steps can be taken to encourage special programs for the gifted?

3. What is being done in other states about the gifted student?

4. What methods or techniques are best suited to the gifted student's needs?

5. What types of programs would best fit the needs of the gifted student in the South Dakota public schools?

Appendix A shows the questionnaire sent to 50 public secondary schools in Eastern South Dakota; appendix B contains the accompanying letter.

The first mailing resulted in the return of 41 questionnaires, or 82 per cent of those sent. A second mailing brought seven more replies, bringing the total to 48, or 96 per cent. A third mailing was successful in the return of the remaining two questionnaires, bringing the total to 50, or 100 per cent.

The results of the questions which were answered catagorically either yes or no (questions 1, 2, 3, 4, 5, 6, and 8) appear in Table I. As this table indicates, seven schools out of 50 reported programs for the gifted students. In other words, 14 per cent of our public secondary schools in Eastern South Dakota offer programs for the gifted. It has been estimated that only 5 per cent of the schools in the United States offer programs for the gifted. It appears that South Dakota educators have done a better job, than the nation as a whole, providing for the gifted youth.

It was not the purpose of the questionnaire to evaluate the programs for the gifted that were claimed by the seven secondary schools reporting to have such programs.

TABLE I. RESPONSES TO QUESTIONS I, II, III, IV, V, VI, AND VIII

Question number	Question	Yes	No
1	Does your school now have an enriched or accelerated program for gifted or talented students?	7	43
2	If so, are the gifted students grouped into special classes?	6	1
3	Are the gifted students accelerated by telescoping the work in two grades into one year?	1	6
4	Are the gifted students accelerated by lengthening the daily periods and providing extra materials, field trips, and combined school-community programs?	1	6
5	Are the gifted students accelerated by breaking grade lines so that students can take advanced courses in fields of special aptitude and interest?	5	2
6	Have you made curriculum changes to provide the gifted students with greater opportunity for achievement?	6	1
8	Are you using the home room for an accelerated program for the gifted?	0	7

It can be seen from Table I that grouping was the method reported most frequently for educating the gifted

students. One school reported that they used acceleration (telescoping of two years work into one) and one school reported that acceleration was accomplished by lengthening daily periods, providing extra materials, field trips, and combined school-community programs. Five of the seven schools reported that they allow their gifted students to break grade lines and take advanced courses in fields of special aptitude and interest. Six of the seven schools reported that they made curriculum changes to provide for the gifted. This would be defined by most educators as lateral enrichment. No schools reported to be using the home room for special programs for the gifted.

TABLE II. GRADE LEVELS AT WHICH THE SEVEN SCHOOLS OFFERED PROGRAMS

Grade	Frequency
7	1
8	1
9	3
10	6
11	6
12	4

From Table II it can be seen that the educators in South Dakota are giving the most attention to grades 10 and

11 in providing for the gifted. Six of the seven schools reported programs for the tenth and eleventh grades while four schools reported programs for the twelvth grade, three for the ninth grade and one each for grades seven and eight. It was not asked whether any programs existed in the elementary grades.

Although the identification of the gifted was not one of the purposes of this study, in Table III the methods of identification by the seven schools is depicted. It can be

TABLE III. METHODS USED FOR IDENTIFICATION OF GIFTED

Methods used	Yes	No
Intelligence Quotient	4	3
Honor Roll	3	4
Teacher Selection	5	2
Other	3	4

seen that teacher selection and intelligence tests are the most used methods of identifying the gifted. Three schools use the honor roll, one school reported using principals and counselors, and another reported using student preference, or letting the students have a say in the taking of special classes or participating in the special program.

The courses offered in programs for the gifted

students are shown in Table IV. It can be seen that mathematics, chemistry, and physics are the most popular courses. This of course has probably stemmed from the recent interest in science. Two schools offered English as part of their program and one school offered biology. Zoology was not offered at any school, but one school reported reading and junior high science as part of their program.

TABLE IV. COURSES OFFERED IN SPECIAL PROGRAMS FOR THE GIFTED STUDENTS

Courses	Number of schools
Mathematics	4
Physics	3
Chemistry	4
English	2
Biology	1
Zoology	0
Other	*2

*One school offered reading and junior high science.

It was asked on the questionnaire how long each school had offered any special program for the gifted students. Table V shows the answers reported by the seven schools. One school reported having a program for six years, one for five years, one for four years, one for

three years, two for two years, and one school did not answer this question.

TABLE V. YEARS SCHOOLS HAVE OFFERED PROGRAMS FOR THE GIFTED

School	Years
1	2
2	5
3	6
4	3
5	4
6	2
7	*

*One school did not reply on this question.

Several schools reported that they encouraged their brighter students to take five subjects their junior and senior years, but that they had no special program for the gifted.

It is also possible that the administrators who claim their schools have a program for the gifted may be seeking refuge in a generality because they do not care to admit that their school is out of step or behind sound educational practice. It is hard to say whether "incidental" programs for the gifted are good or bad; by their very nature they

defy evaluation.

Some quotations from the questionnaires indicate feelings of the administrators regarding the gifted students:

1. Our results justify placement.
2. We are letting "B" students take five subjects; about 10 to 15 per cent do this.
3. Very few gifted, some bright.
4. Wonderful program but difficult to carry on in the average sized high school in South Dakota. Would appreciate summary and suggestions.

Summary

The returns of the questionnaire sent to 50 public secondary schools in Eastern South Dakota reported information regarding what these schools were doing to educate the gifted students in their schools. Seven of the 50 schools reported formal programs for gifted students.

Six of the seven schools offering programs for gifted students reported using the special class, or grouping the gifted students. Five schools allowed the gifted to break grade lines to take advanced courses in fields of special aptitude and interests. One school reported acceleration of gifted students by telescoping the work in two grades into one year, and one school reported acceleration of the gifted by lengthening daily periods, providing extra materials, field trips, and combined school-community programs.

Six of the seven reported using teacher selection for the identification of the gifted, four reported using intelligence tests, three reported using the honor roll, one reported using principals and counselors, and one reported using student preference.

Mathematics and chemistry, being offered by four schools, were the two courses which were offered by the most schools in their programs for gifted. Physics was offered by three schools, English by two schools, biology by one school, and one school offered reading and junior high science.

One school was found to have offered a special program for the gifted for the past six years, one for the past five years, one for the past four years, and two for the past two years.

CHAPTER IV

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

For some time educators have been concerned with the problem of educating the gifted youth to their fullest capacity. Many feel that the schools are geared to the average student and much "brain power" is being wasted.

The problem in this study was to gather information concerning the education of the gifted students of the public secondary schools of Eastern South Dakota.

The procedure involved the preparation of a questionnaire. This questionnaire was sent to a random sample of the public secondary schools of Eastern South Dakota. It was designed to obtain information concerning the provisions made for the education of the gifted students in the South Dakota schools.

In reviewing literature, information was obtained concerning programs now in use for educating the gifted student in secondary schools in the United States, and evaluation of these programs, and current trends in the education of the gifted.

The returns from the 50 public secondary schools indicated that seven out of 50, or 14 per cent, were offering special programs for the gifted students. Six of the

seven schools offering programs for the gifted reported using the special class, or grouping the gifted students. Five schools allowed the gifted to break grade lines to take advanced courses in fields of special aptitude and interests. One school reported acceleration of gifted students by telescoping the work in two grades into one year, one school reported acceleration by lengthening daily periods, providing extra materials, field trips, and combined school-community programs.

Six of the seven schools reported using teacher selection for the identification of the gifted, four reported using intelligence tests, three reported using the honor roll, one reported using principals and counselors, and one reported using student preference.

Mathematics and chemistry, offered by four schools, were the two courses which were offered by the most schools in their programs for the gifted. Physics was offered by three schools, English by two schools, biology by one school, and one school offered reading and junior high science.

One school was found to have offered a special program for the gifted for the past six years, one for the past five years, one for the past four years, and two for the past two years.

Implications

With 14 per cent of the public secondary schools

offering special programs for the gifted students, it appears that the educators and administrators have a good start in Eastern South Dakota regarding the education of the gifted. They need to go much further. Some of the following questions must be answered before all South Dakota public secondary schools can provide good programs for gifted students: Should teachers of special classes, or enriched classes, be paid more than regular teachers? Should teachers have special training in the teaching of gifted students? Should our schools be used during the summer months for the education of the gifted? Can a special budget for the education of the gifted be justified? What is the optimum class size for a class of gifted students? At what grade level should provisions be made for the gifted?

With only 14 per cent of South Dakota's secondary schools, and only 5 per cent of the schools in the United States, offering special programs for the gifted much should be done toward expanding programs in schools. Further study might be made to determine why the majority of schools do not offer programs for the gifted. Would cost, size of school, lack of interest, lack of trained teachers, etc., be determining factors?

Many programs for the gifted could consist of "busy work" and not much more. A study should be made to evaluate the effectiveness of the existing programs in South Dakota

schools. Evaluation would be a difficult task, but it is not a difficult task to distinguish "busy work" from a special program for the gifted.

Because most of the public secondary schools in South Dakota are very small, they might be limited to only one or two methods of providing for gifted students.

Recommendations

The following recommendations are presented for the improvement and expansion of provisions made for gifted students in the public secondary schools in South Dakota.

1. School districts should be reorganized on a county basis, thus enabling schools to have better programs for educating the gifted as well as improved opportunities in other areas.

2. More emphasis must be placed on the identification and education of the gifted youth.

3. Teachers of gifted students should be better qualified and better paid than regular classroom teachers.

4. Eight week summer sessions should be held in our secondary schools for those gifted who desire to attend.

5. Students with I. Q.'s of 115 or higher should begin college by the age of 17 or younger, depending on the individual. Special programs will accomplish this.

6. After a careful study of present and future needs,

as well as existing programs, is made, a state guide for teachers of gifted students should be compiled by leading educators in South Dakota.

7. The secondary schools and colleges of South Dakota should work more closely together to enable the gifted students to take courses for college credit while still in high school.

8. A committee, comprised of volunteers only, should be organized in each school to study the needs of the community regarding the gifted youth.

9. The minimum time required to start a program for gifted children in the school should be five years. This time should be alloted as follows: first year, a study committee is formed; second year, consultant, special committee, steering committee, and class for teachers are added; third year, initial steps at curriculum modification in form of pilot programs are taken, while committee and teacher workshops continue; fourth year, minimum experimental program goes into effect in all schools, a half-time co-ordinator is hired while committees continue; fifth year, program is expanded and consolidated.

LITERATURE CITED

Books

French, Joseph L., Educating the Gifted, Henry Holt and Company: New York, N. Y., 1959.

Garrison, Karl C., and Force, Dewey G., Jr., The Psychology of Exceptional Children, The Ronald Press Company: New York, N. Y., 1959.

Harris, Chester W., ed., Encyclopedia of Educational Research, The MacMillan Company: New York, N. Y., 1960.

Hillway, Tyrus, Introduction to Research, The Riverside Press: Cambridge, Mass., 1956.

Magnifico, L. X., Education for the Exceptional Child, Longmans, Green and Company: New York, N. Y., 1958.

Periodicals

Barbe, Walter B., "Evaluation of Special Classes for Gifted Children", Exceptional Children, Vol. 22, 60-62, The Council for Exceptional Children: Washington, D. C., November, 1955.

_____ "Homogeneous Grouping for Gifted Children", Educational Leadership, Vol. 13, No. 4, 228, National Publishing Company: Washington, D. C., January, 1956.

Gilfoy, Lewis W., "Educating the Most Able High-School Students at Indianapolis", Education, Vol. 79, 26, The Palmer Company: Hingham, Mass., September, 1958.

Huston, Isabelle Chambers, and McLelland, Isabel C., "Classroom Enrichment", Education, Vol. 80, 161-162, The Palmer Company: Hingham, Mass., November, 1959.

Myers, Garry Cleveland, "Parents and the Gifted Child", Education, Vol. 79, The Palmer Company: Hingham, Mass., September, 1958.

Cliver, Albert I., "Administrative Problems of Educating the Gifted", Nations Schools, Vol. 48, No. 5, 44-46, The Modern Hospital Publishing Co., Inc.: Chicago, Ill., November, 1951.

Terman, Lewis M., and Oden, Melita H., "Major Issues in the Education of Gifted Children", Journal of Teacher Education, Vol. 5, 230-232, National Education Association of the United States: Washington, D. C., September, 1954.

Williams, Earl M., "Enrichment Practices for Gifted Junior High School Pupils", The Bulletin of the National Association of Secondary School Principals, Vol. 39, 1-9, National Education Association: Washington, D. C., May, 1954.

Youngert, Eugene, "Is It Desirable to Organize Special Classes for Gifted Students?", Teachers College Record, Teachers College, Columbia University: Richmond, Va., 1938.

Publications of Learned Organizations

Academically Talented Student in the American Secondary School, National Education Association: Washington, D. C., 1958.

Policies Minimum Standards Regulations for Accreditation of Secondary Schools, State of South Dakota Department of Public Instruction: Pierre, South Dakota, July, 1960.

SRA Guidance Newsletter, Science Research Associates: Chicago, Ill., February, 1958.

They Went to College Early, The Fund for the Advancement of Education: New York, N. Y., April, 1957.

APPENDIX

APPENDIX A

QUESTIONNAIRE SENT TO FIFTY EASTERN SOUTH DAKOTA PUBLIC SECONDARY SCHOOLS

Name of your school _____

Total junior and senior high enrollment _____.

1. Does your school now have an enriched or accelerated program for gifted or talented students? (If answer to this question is "No", you need not answer any further questions.) Yes__No__

2. If so, are the gifted students grouped into special classes? (Example: Advanced Math or Physics) Yes__No__

3. Are the gifted students accelerated by telescoping the work in two grades into one year? (Example: Telescoping the work in grades 7 and 8 into one year) Yes__No__

4. Are the gifted students accelerated by lengthening the daily periods and providing extra materials, field trips, and combined school-community programs? Yes__No__

5. Are the gifted students accelerated by breaking grade lines so that students can take advanced courses in fields of special aptitude and interest? Yes__No__

6. Have you made curriculum changes to provide the gifted students with greater opportunity for achievement? Yes__No__

7. In what grades are you offering acceleration for the gifted students? __7, __8, __9, __10, __11, __12.

8. Are you using the home room for an accelerated program for the gifted? Yes__No__

9. Are the gifted students identified as superior by:
   1. Intelligence Quotient_____.
   2. Honor Roll _____.
   3. Teacher selection _____.
   4. Other _____.

10. We are offering enriched or accelerated courses in:

Mathematics___	Biology___
English ___	Zoology___
Physics ___	Other_____
Chemistry ___	_____

11. We have offered special classes and/or enriched classes to gifted students since 19_____.

12. Have you any comments, questions or other information that you believe I should have for this study?

APPENDIX B

LETTER SENT TO FIFTY EASTERN SOUTH DAKOTA PUBLIC SECONDARY SCHOOLS

Dear Superintendent:

At the present time I am working on a research survey for partial requirement toward a Master of Education degree at South Dakota State College. I am making a study to learn what is being done to help the gifted student in the public secondary schools in Eastern South Dakota. This study will help us compare the methods used in South Dakota with the methods used in other states, in order to find methods which are applicable to our state. It will be of value to education to obtain a list of methods used.

Would you please help me with this study by completing the enclosed form and return it at your earliest convenience.

If you are interested in a summary of my survey, I will be glad to send you a copy upon completion.

Thank you for your cooperation.

Yours truly,

Mervin J. Healy